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ABSTRACT

This paper brings to closure a series of evaluation/action research studies on needs assessment by: (1) sport management personnel in sport business/agencies; (2) faculty in charge of curriculum in all known undergraduate and graduate sport management programs in higher education; and (3) undergraduate and graduate majors in sport management from selected universities. A curricular model, developed from the framework suggested by the studies, is designed for undergraduate and graduate programs in sports management. This covers any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport and/or physical activity. The curriculum is organized in major clusters of sport management: (1) sport for leisure/recreation; (2) sport programs for non-profit agencies; (3) sport and athletics, e.g., college/university athletics; (4) sport for hostelries and travel; and (5) sport marketing and sales. (JD)

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A RESEARCH BASED SPORT MANAGEMENT CURRICULAR MODEL: UNDERGRADUATE AND GRADUATE PROGRAMS

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A Refereed/Selected Paper Presented at the

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the College of Education, The University of Tennessee, Knoxville

Hello, my name is Dennie Kelley, and this is Pat Beitel. We are part of the Sport Management Research Team from The University of Tennessee, Knoxville. Our two other members are away at other conferences and thus could not be with us today. Dr. Mary Dale Blanton is in Orlando, FL, presenting another of our data based research papers from this study at the international conference of the Resort and Commercial Recreation Association. Dr. Joy DeSensi is presenting two research papers on topics which are related to the theoretically based constructs underlying sport management at the combined meeting of the North American Society for the Sociology of Sport and the Philosphic Society for the Study of Sport.

Sport management has been in existence since the first sporting event took place and the need for competent sport managers is not significantly different today than it was in the days of staging sporting events in ancient times. For example, in 1984 Frank described the eleventh century Olympics when Herod, King of Judea, was Honorary President of the Games. A magnificent dedication ceremony opened the games which was followed by athletic and musical competitions. There were various combinations of gladiator and wild beast fights which attracted a great number of spectators and delegates who were entertained lavishly by Herod (Frank, 1984). An extravaganza of this magnitude cost an enormous amount of money and required good organizational skills of all the people who advertised, publicized, financed, purchased, invited, recorded, and informed all the contestants and spectators about the Games. According to Parks and Olafson's 1987 elaboration of this event, there must have been a general manager, along with business managers, for various aspects of

the games. Also, there must have been purchasing agents; marketing directors; promoters; purveyors of food, drink, and entertainment; and the various assistants necessary for each of these positions. In the introduction to Lewis and Appenzeller's book, Successful sport management, the following was stated:

> "Sport management has existed as an activity from at least the time of the ancient Greeks, reflecting the importance of sport in the lives of men. Sport management in modern times, however, has not developed professionally as rapidly as managment in other industries, perhaps reflecting a continuing association in the public mind of sport with play and management with work. Effective operation of sport-related activities is, nevertheless, essential for the pleasure of players and spectators alike and for maintaining the cash flow that makes this pleasure possible" (Lewis & Appenzeller, 1985, p. iii).

Mullin, in 1980, defined Sport management as including the functions of planning, organizing, staffing, controlling, and directing, within the context of an organization with a primary objective of providing sport or sport related activities, products, or services (Mullin, 1980). According to DeSensi, Kelley, Beitel, and Blanton, (1987), positions of this nature can be found in the sixteen categories listed in your handout: local government agencies, voluntary agencies, corporations or companies, facilities, hotels, resorts, collegiate intramurals and/or sport clubs, private sport clubs, professional sport, retail sales, college/university athletics, sport businesses, sport management services, sport marketing/merchandizing,

sport organizations, and travel/cruise industries. As environmental and population demands have changed, new or expanded professions have emerged to meet the needs of those changes. The emphasis on the need for new career tracks within the management of sport has grown at an impressive rate within the last decade.

Parkhouse, in a 1984 study, has stated that sport management has expanded to the extent that a new job market has been created which demands new skills and new preparation. The physical education and leisure studies programs in colleges and universities modified existing curricula to meet the needs/demands of this rapidly emerging "new" profession by offering to students, who are attracted to careers in sport, a wide range of options in sport managment. The number of colleges/universities offering sport management has grown from two programs that were in existence in 1972 to more than 75 colleges and universities administering undergraduate and/or graduate professional preparation programs in sport management in 1988 (Sport, Inc., April, 1988). Simultaneously, sport organizations were experiencing demands from owners and sponsors to function in an economically sound manner.

Thus, as the environmental and the population demands created a need for specialized sport managers, colleges and universities responded by providing academic experiences that lead to degrees or concentrations in sport management. The uniqueness of each collegiate program is evident as the course offerings of different institutions are compared and contrasted. Some critics have indicated that the management of a sport organization is, to a large extent, similar to the management of any corporation. However, Mullin (1980) noted that there is a need to have as sport managers, people who have an

appreciation and understanding of sport. The sport marketplace creates unique needs in marketing, finance, law, and the management of sport personnel; thus, the need for specialized courses in these areas.

Parkhouse & Ulrich in 1979, as well as other researchers, have noted that due to the tremendous range of jobs in the broad field of sport management, and to the specificity of tasks and responsibilities in a sport organization, there is a need for sport management professional programs to offer specialized sport managment tracks and sport specific courses. Also, it should be noted that students need assistance in making the transition from theoretically based conrsework, and principles learned in the classroom, to the direct application of these theories in the sport management setting.

Thus, the issue of the increase in the demand for sport management positions and specialists is evident and supported in the literature. As sport assumes increasing importance in American life, and as sport management struggles to become an established cross-discipline, the need for sport management specialists is surpassed by the need to more clearly define and characterize the emerging cross-discipline and for us to become accountable for the varied courses of study. In addition, critical questions regarding such curricula must be raised. For specific reasons, colleges and universities have responded to the demand by developing and offering sport management professional preparation programs. Also evident is the uniqueness of each indiviual program as we compare and contrast course offerings of different institutions. Examining the various courses of study reveals that there are many different program titles and often times a variety of emphases availble for individuals who want to study sport

management. Based on the scope of sport management, Parkhouse and Ulrich (1979) noted that due to the unique competencies required of each sport mangement setting, a single track curriculum fails in meeting the skills that each requires. The pursuit of adequate curricula to meet complex and varied sport mangement needs is not an easy quest and must begin with an examination of the work place and evaluation of existing programs. Research has been recommended to clearly define the parameters for each sport management occupation. Many educators may feel the profession is well beyond the point of defining the nature and curriculum of sport management, especially with the NASPE guidelines in place, and the current joint efforts of NASSM and NASPE to develop accreditation standards. However, there are still some programs in the embryonic stages of development, refinement, or evaluation and review of sport management curricula, not to mention those programs still struggling for academic acceptance and support.

Although this presentation is primarily for the purpose of presenting a proposed research based curricular model, a brief overview of related literature seemed appropriate, and includes selected studies and articles which parallel the present venture, but are not similar in breadth nor specific focus.

There was, and to some extent, continues to be, a lack of and a need for empirical evidence for the theoretical basis and content of sport managment programs. For example Dubin, 1965, 1976; Lewis, 1980; Mintzberg, 1973; Mullin, 1980; Vanderzwaag, 1980; and Zeigler, 1979 all said there was a lack of data to support sport management programs. Parks and Quain (1986) reemphasized this point by indicating that sport management programs have been developed with little empirical evidence

regarding the appropriateness of the program content. In response to this need for empirical data, Parkhouse, Ulrich, Quain, and Parks, conducted research studies which have provided evidence regarding the nature of sport management as well as needed direction for the field. In 1978 and 1979 studies, Parkhouse examined the direction of graduate study in sport management. Results of these studies revealed findings which included that: (a) programs were inbred; (b) physical education courses accounted for a sizable majority of the preparation experience; (c) practitioners preferred a business-related emphasis, and that (d) employers were dissatisfied with current preparation. In the 1980 study conducted by Parkhouse it was indicated that curricular offerings should meet the needs of a variety of sport-related occupations.

In a 1982 study, Ulrich and Parkhouse proposed an alumni-based model for curriculum design in order to review the work demands of graduates of sport management programs. Again, it was noted that no single curriculum will satisfy all sport management needs (Ulrich and Parkhouse, 1982). The alumni, in a 1986 Parks and Quain study, identified the internship, public relations, communications, management, budgeting, and athletic administration as the most applicable or relevant courses in their graduate courses of study. Also, it was noted in this study, that, as the sport management settings became more complex, the curricula must become more flexible to meet the needs of graduates. These curricular/course identification results from the Parks and Quain studies paralleled the work completed by Ulrich and Parkhouse (1982). In both the 1982 Ulrich and Parkhouse study and the 1986 Parks and Quain study, the internship was noted as an important aspect of the sport management preparation. Also, it has

been noted by experts in the field, that there is a need for evaluation research (Issac and Michael, 1982; Udinsky, Osterlind, & Lynch, 1981) in sport management for the purposes of: (a) explaining educational effects; (b) depicting programs processes and content, and (c) devising curricular models and instructional strategies.

Thus, a complex interrelated series of evaluation research studies was initiated and completed by the Sport Management Research Team at The University of Tennessee, Knoxville. Members of the interdisciplinary research team include Pat Beitel, Joy DeSensi, and Dennie Kelley from sport studies; and Mary Dale Blanton from leisure/recreation. Specific results of this multifaceted study are cited in the reference list on the handout under each of the team member's names. The significance of this research is that it provides a basis for planning sport management curricula, utilizing empirical evidence of the needs assessment and program evaluatin by and for professional sport management personnel, college/university faculty who are responsible for the sport management programs, and selected groups of graduate and undergraduate sport management majors.

Following analysis of the business/agency returns, the results indicated that the 16 business/agency categories could be reduced into five broader sport management clusters, each of which included two or more business/agency categories which offered similar services but in different settings and/or to different clientele. The five clusters included combined business/agency categories as follows: (a) college/ university intramurals, private sport clubs, corporation/company sport/fitness programs, sport businesses; (b) local government agencies, voluntary agencies; (c) college/university athletics,

facilities management, professional sport, sport management services, sport organizations; (d) hotels, resorts, travel/cruise; and (e) sport marketing, merchandizing, retail sales. The business/agency respondents indicated the percentage of sport management personnel who were required to have undergraduate and graduate degrees in sport management. These results indicated differences across clusters concerning the most appropriate degree levels. Thus, there is a need for undergraduate and graduate level programs in three of the clusters: (a) Organized Sport for Leisure/Recreation, (b) Agencies, and (c) Sport/Athletics. You may want to refer to pages two and three of the handout. The graduate degrees required are primarily at the masters level, with only a very small number having any requirements at the doctoral level. In contrast, two of the clusters necessitate only undergraduate degree offerings, i.e., Hostelry/Travel and Sport Marketing/Sales.

The primary research based differences in undergraduate and graduate programs are the amount of research involvement, the depth and level of content in the courses in the program, and the entry level positions for which person's qualify with a baccalaureate or graduate degree. It is assumed: (a) that the undergraduate courses would include information presented at the introductory level; and (b) that the graduate courses would have prerequisites of undergraduate or other related graduate courses, and would include information presented at the advanced level. In addition, the graduate student should be expected to complete a focused culminating experience resulting in the scholarly production of a project or thesis.

The project should be an in-depth piece of scholarly work:

that is directly related to the student's area of emphasis; that builds upon the student's previous course work and professional experience; and that is the culminating experience in attaining a focused masters degree. The project might be a research study, a creative endeavor, or an internship type experience. The project requires a written report in a style appropriate to the type of experience.

The master's thesis should be considered as a modest contribution to the field of sport management and meet the following criteria: (a) be theoretically based, (b) have logical development of the problem, and (c) be completed thoroughly and carefully. Thesis topics might be within these three frameworks: (a) replicate completed work, (b) modify component(s) of completed work, or (c) develop a new problem of manageable nature.

The entry level positions of the sport management baccalaureate graduate would be at the management level; i.e., would probably be subordinate positions where they would be directly involved with the implementation of policies and procedures. In contrast, the entry level positions of person's with graduate degrees would tend to be at the administrative level. Therefore, sport administrators would be directly involved with value and philosophically based decisions, policy development, and administrative strategies. Typically, administration is considered to be the focus of the upper levels of the organization, while management is considered to be the focus of the lower levels. Some professionals do not differentiate management and administration. However, in these curricular models, they are considered to be separate but related phenomena. It has been stated

that "Every administrator is a manager, but every manager is not an administrator."

Because of these research based differences in, and the need for, undergraduate and graduate programs in sport management, a research based curricular model for programs at both levels is provided. In addition, because the research provided evidence for the grouping of business/agency categories into clusters with similar objectives, but in different settings and/or for different clientele, the proposed model for each program level inlcudes information on cluster or category specifics.

Undergraduate Sport Management Curriculum Model

These undergraduate sport management curriculum model is based upon research results from 16 business/agency categories, college/unversity faculty who are responsible for sport management curricula, and undergraduate sport management majors from selected universities. Person's completing the undergraduate degree would be eligible for employment at entry level management positions. The results of the analysis indicated some common and some differentiated requirements/qualifications/expectations from the aggregate of 16 business/agency categories (Figure 1). Thus, the research based undergraduate curriculum has four main components: (a) general education, (b) common core, (c) cluster specialization requirements, and (d) practica/internship.

General Education

The general education component should follow each specific university's requirements. General Education should be broadly based and account for approximately 35% of the total curriculum.

Undergraduate
Sport Management Curricular Components

General Education

Common Core

Cluster Specialization Requirements

Practica/Internship

Common Core

The common core is composed of three components, i.e., business/management courses, sport studies, and skills/attributes (Figure 2). The business/management courses in the common core include: (a)advertising/public relations, (b) accounting/budgeting, (c) management, (d) marketing/promotion, and (e) sport management (Figured 3). The total number of credits for the business/management component of the common core should reflect approximately 35% of the total curriculum; with approximately 20% from Business and 15% from Physical Education and/or Recreation. The sport studies component of the common core comprises 10% of the common core and should include the selection of two courses which emphasize the sociocultural phenomena, e.g.: (a) sociology of sport and/or leisure/recreation, (b) history of sport, (c) philosophy of sport and/or leisure/recreation, and (d) current issues in sport (Figure 4). The student should be encouraged to select from the above the courses which are most relevant to their professional outcome objective. The final component of the common core includes the attainment of skills/attributes, during the undergraduate degree program which could be managed through course requirements, testout procedures, or evaluation by admission/retention boards, etc. These research based skills/attributes include: (a) written and oral cummunication skills; (b) computer utilization skills for word processing, spread sheet, and data management; (c) leadership skills; (d) work stamina/fitness; and (e) personal appearance (Figure 5). This component would account for approximately 10% of the total curriculum.

Cluster Specialization Requirements

Analysis of the research results indicated five clusters of

Figure 2

Common Core Components

Business/Management Courses

Professional Skills/Attributes

Sport Studies

Figure 3

Business/Management Courses

Advertising/Public Relations

Accounting/Budgeting

Management

Marketing/Promotion

Sport Management

Sport Studies

Sociology of Sport and/or Leisure/Recreation

History of Sport

Philosophy of Sport and/or Leisure/Recreation

Current Issues in Sport

Professional Skills/Attributes

Written and Oral Communication Skills

Computer Utilization Skills

Leadership Skills

Work Stamina/Fitness

Personal Appearance

business/agency categories. Each of the clusters included businesses/agencies which provided similar services, but in different settings and/or for different types of clientele. In addition, the expectations/qualifications/requirements for sport management personnel for the businesses/agencies within a cluster were similar, and thus, were the basis for each of the cluster specialization requirements.

A. Sport for Leisure/Recreation. This cluster contains sport management positions from college/university intramurals, private sport clubs, sport businesses, and corporation/company employee sport/fitness programs. Thus, the similar services they provide (Figure 6) are program and facilities management for the organized sport/fitness participation of their respective members. It is the nature of their member groups and the specificity of the setting that is different. The cluster specialization requirements include courses in: (a) program planning, (b) facility management, (c) supervision and/or personnel management, (d) policy development, (e) motor/sport skill, (f) sport promotion, (g) sport law, and (h) certifications in CPR and advanced first aid. The sport law course should include tort, risk management, contracts, constitutional law related to Title IX and PL 94-142. In addition, any students with fitness related outcome objectives in this cluster should take courses in the physiological aspects of sport and attain American College of Sports Medicine (ACSM) certification(s).

B. Agencies. This cluster includes the business/agency categories of local government agencies and voluntary agencies. Both utilize non-profit funding sources to develop, implement, and manage recreation/sport programs/activities to meet the needs of agency

Cluster Specialization Requirements for Sport for Leisure/Recreation

Program Planning

Facility Management

Supervision and/or Personnel Management

Policy Development

Motor/Sport Skill

Sport Promotion

Sport Law

Certifications (CPR & Advanced First Aid)

members or populations of governmental districts (city, county, and state). The cluster specialization requirements include courses in: (a) finance, (b) facilities management, (c) program planning, (d) personnel management, (e) supervision, (f) sport law, and (g) certifications in CPR and advanced first aid (Figure 7). In addition, as related to the specificity of professional sport management outcome objectives within agencies, courses in the physiological explanations of sport/fitness, and/or the psychological aspects of sport are needed.

C. Sport/Athletics. The cluster includes the business/agency categories of college/university athletics, facilities management, professional sport, sport management services, and sport organizations. The services provided within this cluster (Figure 8) include management of athletic/sport events, players/athletes, and/or spectator consumption. The cluster specialization requirements include: (a) sport promotions, (b) public relations, (c) personnel management/supervision, (d) labor relations, (e) policy development, (f) finance and sport finance, (g) sport law, and (h) risk management. Certifications in CPR and advanced first aid, and sport psychology should be required for most of the categories in this cluster. For specific sport management positions within this cluster motor/sports skills, facility management, retail sales, and/or physiological explanations of sport with ACSM certification(s) are also encouraged.

D. Hostelry/Travel. This cluster includes hotels, resorts, travel/cruise businesses that include recreation/leisure programs and/or facilities as a primary or secondary focus for their clientele. The cluster specialization requirements include courses in the areas

Cluster Specialization Requirements for Agencies

Finance
Facilities Management
Program Planning
Personnel Management
Supervision
Sport Law
Certifications (CPR & Advanced First Aid)

Cluster Specialization Requirements for Sport/Athletics

Sport Promotions
Sport Psychology
Personnel Management/Supervision
Labor Relations
Policy Development
Finance and Sport Finance
Sport Law
Certifications (CPR & Advanced First Aid)

of: (a) motor/sport skills, (b) program planning, (c) personnel management and/or supervision, (d) sport promotion, (e) facilities management, (f) risk management, (g) finance, and (h) retail sales (Figure 9). Also, CPR and advanced first aid certifications are expected. In the instance of a primary emphasis on fitness by the cluster categories, physiological explanations of sport/activity and appropriate ACSM certifications are also requirements.

E. Sport Marketing. This cluster includes sport marketing, sport merchandizing, and retail sales of sport equipment and clothing. Cluster specialization requirements include courses in: (a) product development, (b) kinesiological/biomechanical aspects of sport, (c) retail sales, (d) promotions (two courses), (e) finance, (f) fiscal management, (g) personnel management, (h) labor relations, and (i) contract law (Figure 10).

Practica/Internship

The practica and the internship are a series of professionally related work experiences that should move from general to very specific as each student progresses through the undergraduate curriculum, and should collectively account for approximately 10% of the total. The practica requirements should encompass approximately 3-6 credit hours, should be broadly based, should be part-time work experiences, and lead to the focused internship. They are best offered by a sequence of practica experiences offered at various times in the four year curriculum. The internship should be a one semester full-time applied work experience directly focused toward each student's professional sport management outcome objective, and should be the culminating experience in the undergraduate program of study.

Cluster Specialization Requirements for Hostelry/Travel

Motor/Sport Skills
Program Planning
Personnel Management and/or Supervision
Sport Promotions
Facility Management
Risk Management
Finance
Retail Sales

Cluster Specialization Requirements for Marketing/Sales

Product Development
Kinesiological/Biomenchanical Aspects of Sport
Retail Sales
Promotions (2 courses)
Finance
Fiscal Management
Personnel Management
Labor Relations
Contract Law

Graduate Sport Management Curricular Model

The students need to come to graduate level programs with prerequisite experiences and/or background in sport, leisure/recreation, and/or business/management. However, these prerequisites must, of course, be prescribed to meet the objectives of the graduate program requirements of each respective college or university. Based on the research responses from businesses and agencies and from university professionals, undergraduate degrees which should be prerequisite to graduate level sport management programs include: (a) sport studies/physical education; (b) leisure/recreation; and/or (c) business/management, and includes depth and breadth of sport experience. The content of the graduate sport management program of study for each student should be based on two phenomena: (a) the previous experience, degree content, and background of the student upon entry to the graduate program; and (b) the focus, emphasis, and specificity of professional requirements for the entry level position(s) of the student's graduate degree outcome objective. The emphasis of the graduate program curriculum should be to help each student move from where they are to where they want to be, yet maintain the integrity of the nature of graduate study in the area of sport management.

The research based components of the graduate curriculum model include: (a) common core, (b) research techniques, (c) thesis or project, (d) practicum/internship experience(s), and (e) selected professional courses focused toward attainment of the entry level status of the outcome objective (Figure 11). The common core (Figure 12) should include courses from the areas of: (a) introductory and

Figure 11

Graduate
Sport Management Curricular Guidelines

Common Core

Research Techniques

Thesis or Project

Selected Professional Courses

Internship

Figure 12

Common Core for Graduate Program

Sport Administration
(Introductory and Advanced Levels)

Sociocultural Aspects of Sport &/or Leisure/Recreation
(Advanced Levels)

advanced levels of sport administration, and (b) advanced levels of sociocultural aspects of sport and/or leisure/recreation.

Content of the research techniques component should include courses and experiences that encompass learning to use professionally appropriate: (a) library skills, (b) data/information gathering techniques, (c) evaluation/analytic techniques, (d) interpretation/ projection skills, (e) deductive/inductive reasoning, (f) qualitative and quantitative research designs, and (g) scholarly writing skills (Figure 13). These experiences should lead directly to the thesis/project component.

The selected professional courses component (Figure 14) should contain content directly related to each student's background and need. Thus, this component would likely be very different for each individual. The content areas of the previously identified cluster specialization requirements that are directly related to the student's outcome objective should be used as the basis for selection of these courses. The graduate courses in these content areas within the specified cluster: (a) should be at an advanced level, and (b) should be focused toward and applicable to sport administration.

All of these components, the common core, research techniques, and the selected professional courses, should lead directly to the internship. The graduate internship should be a culminating semester long full-time work experience within the category/cluster of the student's professional outcome objective, and should result in some form of scholarly production. Therefore, progress through the graduate program of study should lead the student to sport administration employment in their chosen cluster/category.

Figure 13

Research Techniques Component

Library Skills
Data/Information Gathering Techniques
Evaluation/Analytic Techniques
Interpretation/Projection Skills
Deductive/Inductive Reasoning
Qualitative and Quantitative Research Designs
Scholarship/Writing Skills

Figure 14

Selected Professional Courses Component

Should Be:

related to the areas identified in the
Cluster Specialization Requirements

focused toward and applicable to
Sport Administration

at the
Advanced Level

Summary

Thus, the proposed curricular model has a research base from business and agency professionals, college/university professionals, and students majoring in sport management, and has solved some of the pervasive problems presented in the literature. This Sport Management Curricular Model:

1. Differentiates purposes, content, and entry level positions of undergraduate and graduate degree levels.

2. Provides the basis for diffentiated concentrations (by clusters) of business/agency categories with similar objectives within the sport management major.

   a. This number of concentrations meets the needs of diversity in the sport management field, yet is a manageable number of concentrations within large universities.

   b. Smaller institutions (and/or large) could elect to offer sport management degrees with emphasis in only one or a small number of concentrations in their sport management major.

3. Provides evidence of which clusters have a need to be part of the undergraduate and the graduate curriculum, i.e., all five clusters at the undergraduate level, and only three at the graduate level. These latter three include, Sport for Leisure/Rec, Agencies, and Sport/Athletics.

4. Indicates that in the sport/leisure businesses/agencies areas there is very little current need for doctoral programs. This need is probably mostly for higher education faculty with expertise in the sport management.

5. Provides for <u>each degree level</u>

a. Focused overall requirements for all concentrations with a major in sport management

b. Focused requirements related to the needs of each cluster/concentration

c. Defined culminating experiences with specific cluster/category focus.

In addition, the research base and the model itself suggest the need for interdisciplinary programs across sport studies, leisure/recreation, and business. The use of business minors accompanying sport management majors with specified concentration toward cluster objectives, will strengthen the marketability of sport management graduates in the profession.

Your feedback and questions related to any or all parts of the model are welcome.

DEFINITIONS**

SPORT MANAGEMENT includes any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport and/or physical activity.

SPORT MANAGEMENT CLUSTERS WITH CATEGORIES

SPORT FOR LEISURE/RECREATION - Organizations which provide facilities and programs for the organized sport/fitness participation of their members.

a. **College/University intramurals/sport clubs** - A non-profit campus unit to plan, organize, direct, control, budget, and staff programs at the college/university level; associated with fitness programs and recreational/competitive sport programs oriented primarily to the participant, rather than the spectator, (Fitness Centers, Intramurals, Sport Clubs.

b. **Corporations/Companies** - A business possessing an organized fitness and/or sports program and/or facility as an employee benefit (Oil Companies, Hospitals, Insurance Companies, Banks).

c. **Private Sport Clubs** - An organization providing exclusive opportunities in sport/fitness; may be supported by private memberships or, if part of a large company, by funds from the parent company (Country Clubs, Executive Fitness Centers, Health, Golf, or Tennis Clubs).

d. **Sport Businesses** - A profit oriented organization, usually based on open memberships (transient and local), which provides opportunities for the consumer in sport and fitness; concerned with profit/loss income (Sport Clubs, Fitness Centers, Racquet Clubs, Spas, Hotel and Airport Clubs).

AGENCIES - Organizations which utilize non-profit funding sources to develop, implement, and manage recreation/sport programs/activities/facilities to meet the needs of the agency members, or populations of governmental districts (city, county, state, etc).

a. **Local Government Units** - Agencies created to meet the demands for specific types of recreation/leisure opportunities in cities, counties, and other special districts (Local Park and Recreation Departments).

b. **Voluntary Agencies** - Non profit organizations supported primarily by membership fees and/or community funds that develop, implement, manage recreation/sport programs and/or facilities (Youth Organizations, Churches).

SPORT/ATHLETICS - Organizations which provide management of athletic/sport events, players/athletes, and/or for spectator consumption.

a. **College/University Athletics** - An campus enterprise which provides programs associated with intercollegiate competition, player mangement, and the planning and promoting of such collegiate athletic events (Athletic Directors, Administrators, Coaches, Sport Information Directors, Promotions Directors, Managers, Facilities Managers).

b. **Facilities Management** - A business enterprise which provides management of a profit making sports events facility for the purpose of spectator consumption (Dome Facilities, Arenas, Stadia, Coliseums, Racetracks).

c. **Professional Sport** - An enterprise concerned with spectator consumption; also concerned with player management as well as the planning and management of specific sport events; uses marketing and promotional approach to sell admissions to events (Professional Sport Teams, Managers, Coaches, Owners, Public Relations Personnel).

d. **Sport Management Services** - An organization or company which is associated with the promotion and/or managment of athletes and/or sport events.

e. **Sport Organizations** - An administrative and functional structure for professional and amateur sport. An organizing body associated with the controlling, planning and organizing of events for various levels of sport participation; also responsible for the development and dissemination of information germane to specific sports (USLTA, ASA); National Sport Associations (NCAA, AAU); Professional Sport Associations (NFL, NHL, NBA); and Sport Conferences/Divisions (SEC, Dixie, Southwest, Big Ten Conferences).

HOSTELRIES/TRAVEL - Profit oriented businesses that provide lodging/travel and that include recreation/leisure programs and/or facilities as a primary or secondary focus for their clientele.

a. **Hotel** - A profit oriented full service hostelry which provides a place for temporary lodging, and that provides health and leisure facilities and programs.

b. **Resort** - A profit oriented full service hostelry which provides area related programs and/or facilities for leisure pursuits; provides any one or more of the following: sun, water, mountains, snow, serenity, sport, and fitness activities.

c. **Travel/Cruise** - A profit oriented full service hostelry with programs and facilities for leisure pursuit which provides transportation via water to places of interest.

SPORT MARKETING/SALES - Profit oriented businesses which develop, distribute, and/or promote the sale of sport equipment/clothing.

a. **Sport Marketing/Merchandizing** - The marketing and distribution by manufacturers, wholesalers, and retailers of sport related equipment and clothing to amateur and professional teams and individuals which includes sales, advertising, promotion, research, and marketing management.

b. **Retail Sales** - Businesses organized for the management, marketing, promotion and sales of sport equipment and clothing appropriate for consumer consumption (Sporting Goods Stores, Mail Order Companies).

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